

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Patricia Victor

Official School Name: Alice Coachman Elementary School

School Mailing Address:
1425 W Oakridge Dr
Albany, GA 31707-5306

County: Dougherty State School Code Number*: 0299

Telephone: (229) 431-3488 Fax: (229) 431-3490

Web site/URL: <http://www.dougherty.k12.ga.us/schools/alicecoachman.htm> E-mail:
pvictor@dougherty.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Sally Whatley

District Name: Dougherty County Schools Tel: (229) 431-1286

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Maschke

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 16 | Elementary schools |
| 6 | Middle schools |
| | Junior high schools |
| 4 | High schools |
| | Other |
| 26 | TOTAL |

2. District Per Pupil Expenditure: 7935

Average State Per Pupil Expenditure: 7934

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	9	23	7			0
K	42	34	76	8			0
1	29	27	56	9			0
2	43	36	79	10			0
3	34	43	77	11			0
4	40	35	75	12			0
5	31	34	65	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							451

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 94 % Black or African American
 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 5 % White
 _____ % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	451
(5)	Total transferred students in row (3) divided by total students in row (4).	0.058
(6)	Amount in row (5) multiplied by 100.	5.765

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 432

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>21</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>9</u>	<u>3</u>
Total number	<u>46</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	95%	97%	97%
Daily teacher attendance	96%	96%	97%	96%	98%
Teacher turnover rate	5%	1%	3%	2%	1%

Please provide all explanations below.

There are no major discrepancies in the attendance or turnover rate at Alice Coachman Elementary.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Alice Coachman Elementary School is a public school in Albany, Georgia serving kindergarten through fifth grades. Alice Coachman Elementary opened its doors on August 23, 1999, with the vision of becoming a “World Class School.” The original Coachman Park School was built in honor of Olympic Gold Medalist Alice Coachman. Coachman Park was built in the heart of the community where Alice Coachman lived. Sadly, Coachman Park was destroyed in the Flood of 1994. Dougherty County School System (DCSS) Board members felt the need to rebuild Coachman Park because the school was a valuable part of our community’s history. The DCSS Board voted to rebuild Coachman Park and change the name of the school to Alice Coachman Elementary. This change was deemed important because of Alice Coachman’s great accomplishment of being the first African-American female Olympic Gold Medalist. The DCSS Board approved the building of Alice Coachman Elementary in 1998, with major funding provided by the Federal Emergency Management Agency. On August 20, 1999, Alice Coachman Elementary, the home of the Cheetah, (the fastest animal on land) was completed at 1425 West Oakridge Drive.

Alice Coachman Elementary opened its doors to our students, parents and the community on August 23, 1999, with a caring, competent, committed, enthusiastic staff. Committed to providing a quality education to all students under the leadership of Principal Pat Victor, Alice Coachman Elementary is the realization of its mission and vision which is incorporated in the school’s following belief statement: Alice Coachman’s philosophy is based on the idea that all students can learn and that we must accept the challenge of providing greater opportunities for children to learn. It is our belief that the education of students is the responsibility of the school with the support of the parents and community. We believe that students learn best in a safe, structured, orderly environment with a strong emphasis on a firm foundation of knowledge, high academic achievement and a variety of educational experiences that will lead to personal success. We believe that the educational process should not be interrupted by disruptive behavior. We believe that honesty, sincerity, fairness, and consistency are essential qualities for a positive learning environment. It is our belief that a high level of parental and community involvement should exist in the school. At Alice Coachman Elementary, bell to bell instruction is delivered. “Teaching and Learning is our top priority.”

The majority of Alice Coachman Elementary School’s students are economically disadvantaged, due to the demographics of the attendance zones in which they live. Many students live in public housing complexes or are from impoverished, single parent homes. Alice Coachman Elementary has ninety- five percent (95%) of its students receiving free or reduced meals. Ninety-four percent (94%) of the student population is African-American, five percent (5%) White-American and one percent (1%) Latino-American.

Alice Coachman Elementary has formed partnerships with several businesses and community groups who have given tremendous support to our school through volunteering, mentoring at- risk students, supporting our Accelerated Reader program with the purchase of materials and incentive prizes. Our partners are very supportive in providing faculty and staff incentives as well as support of the total school in accomplishing our mission and vision.

Alice Coachman Elementary School implements various academic programs to challenge and meet the needs of all of our students. Overall, Alice Coachman Elementary provides a consistent curriculum with high expectations which are aligned with state standards. Our curriculum is designed to improve instruction, successfully remediate students by identifying best practices, the introducing of research-based programs, and the integrating of technology in all content areas that are aligned with the vision and goals for the school and system. The school continues to seek innovative ways to improve student achievement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Georgia Criterion Referenced Competency Test was first implemented in the spring of 2000 and designed to measure how well students acquire skills and knowledge described in the Georgia Quality Core Curriculum (QCC) now known as Georgia Performance Standards (GPS). The assessments yield information on academic achievement at the student, class, system, and state levels. The information is used to determine individual student strengths and weaknesses as related to the instruction of the GPS and gauge the quality of education throughout Georgia. Areas of assessment include: Reading, English/Language Arts, and Mathematics. Assessments in Science and Social Studies are administered to students in grades three through eight. The Georgia CRCT results determine if a school or school district has made Adequate Yearly Progress (AYP). Student test results are categorized on three performance levels. Level one is not meeting standards. Level two is meeting standards. Level three is exceeding standards. The CRCT in reading, language arts, math, science, and social studies is based on the Georgia Performance Standards. Scores below 800 are in level 1, not meeting standards. Scores from 800-849 are level 2, meeting standards. Scores at or above 850 are exceeding standards as shown in level 3. The Georgia Department of Education requires norm-referenced testing of grades three and five using the Iowa Test of Basic Skills (ITBS). Scores are used to compare the performance of Georgia's students with the performance of students nationally. The results of the test are used for evaluation and instructional improvement for students by schools, local systems and the state of Georgia. The DCSS curriculum in reading requires each student in kindergarten through fifth grade to be assessed for their reading level using the Developmental Reading Assessment (DRA). For further Georgia CRCT assessment information refer to (www.doe.k12.ga.us/curriculum/testing/crct.asp).

Alice Coachman Elementary School has had very successful Georgia CRCT Test scores over the last six years. Since 2002, the school has been able to move many students out of level I to Levels II and III in reading and math. In some grade levels, the percentage of students scoring at levels II and III have been equal to or higher than the local System and State percentages. As a result, Alice Coachman has made Adequate Yearly Progress consecutively for the last six years. The school received the 2005 Bronze award from the State of Georgia Governor's Office of Student Achievement for greatest gain meeting and exceeding standards.

2. **Using Assessment Results:**

The staff at Alice Coachman Elementary School incorporates several assessment tools and strategies to monitor student performance and success. The administrative staff and teachers assess student success by identifying and comparing individual norm-referenced test scores (e.g. ITBS, Georgia Writing Assessment, and the Georgia Criterion Referenced Competency Test) by class, grade level, and school. At the beginning of each school year, a data analysis team is developed. Meetings are held to review and analyze the CRCT spring test results. During the meetings, the teachers examine strengths and weaknesses. The data is used for remediation, for setting learning improvement targets, to drive instruction, and to help our students master the curriculum. The data is also used to create a climate of continuous quality improvement. The school provides many opportunities for administrators, teachers, and district support staff to examine data and discuss strategies to improve student achievement. Primarily, the data is used to identify and implement any necessary changes in curriculum, instruction, and assessment practices that will increase student performance. The school further ensures its students' successes by making comparisons of this data at the district and state levels.

Alice Coachman uses a variety of assessments throughout the school year to ensure students are meeting state standards. Alice Coachman stresses the importance of acquiring reading skills because they are essential to success in other academic areas. Students are administered the Dynamic Indicators of Basic Early Literacy (DIBELS) at the beginning, middle, and end of the year to ensure that the students are reading on grade level. Students in grades K- 5 are administered the Developmental Reading Assessment (DRA) to assess student's

fluency and comprehension level. The students in K-5 are given the Renaissance Learning Company's STAR reading test to assess their reading progress throughout the school year. The Accelerated Reader Program is used to test reading comprehension. Teachers analyze individual student achievement and write action plans for students who are performing below expectations. The plans address areas of weakness and require regular parental communication and instructional modification.

Individual benchmark assessments are administered to students at the end of each nine week grading period to ensure students are mastering skills covered during the grading period. Unit tests and quizzes influence day to day curriculum and instructional decisions. Each year Alice Coachman Elementary School bases instructional methods and staff development on how well students achieve on state and local assessments.

3. Communicating Assessment Results:

Prior to the beginning of each new school term, state assessment results are sent home to parents. Meetings with teachers/ support personnel are held upon request by parents. At the first PTO meeting, the assistant principal reviews state testing results with parents, students, and community stakeholders. Student assessment results and yearly academic progress are also communicated and analyzed during parent/ student/ teacher conferences, which are held in September and February.

Teachers send home graded student assignments in weekly folders, which provide ongoing feedback to parents about their child's progress. Parents receive report cards each nine weeks that reflect students' academic progress, citizenship, work habits, and attendance information on tardies and absences. In addition, teachers communicate student and school information to parents and stakeholders through emails, school newsletters, and mid-nine week progress reports. Located in the hallways of Alice Coachman, data such as DIBELS benchmark scores, Accelerated Reader progress, and CRCT results are displayed. Data notebooks, containing current and the previous year's CRCT information are available on each grade level.

The promotion policy and interpretation of standardized test results are explained at parent workshops, PTO, and parent/teacher conferences. Hard copies of student test results are sent home to parents. Criterion referenced and norm referenced assessment data are posted on the Georgia Department of Education website, results are published on the local Dougherty County School System's website and in the local newspaper, The Albany Herald.

Alice Coachman values the importance of the connections between home, school, and community. Therefore, at ACE, we have an open door policy with our parents and community leaders. This policy encourages parents and leaders to visit our school campus at any time to view the great happenings occurring on a daily basis. Parent and Community workshops are held quarterly to keep parents and stakeholders knowledgeable of newly implemented assessment practices at the school. Many teachers also collaborate prior to and after school sharing information in a more informal manner. Communication is the key that unlocks the door to success here at Alice Coachman Elementary School.

4. Sharing Success:

Since 1999, Alice Coachman Elementary School has partnered with Albany State University to implement a program ensuring the effective training of pre-service and in-service teachers. Through this partnership, Alice Coachman designs, implements, and evaluates field experiences and clinical practices so teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Our principal, Mrs. Victor, serves as a mentor to new principals. She shares our school's philosophy and methods with them which ultimately leads to the strengthening of the entire profession and better overall success for the entire county. Former Alice Coachman teachers are now serving in administrative positions throughout the county. Our staff also includes the 2007-2008 Dougherty County Teacher of the Year.

Alice Coachman Elementary teachers have been involved in providing professional learning development for teachers throughout the county. Training has involved activities in all content area. Some of the training includes, but not limited to, differentiated instruction, curriculum mapping, data analysis, and the implementation of Georgia Performance Standards. All teachers at Alice Coachman Elementary are highly qualified according to criteria of the federal No Child Left Behind Law. Currently 56% of our teachers have ten or more years of teaching experience, and 74% hold an advanced degree.

Alice Coachman shares news and photos about special programs and events with other DCSS schools through the DCSS Update, an online publication produced by the system's Public Information Office. Alice Coachman's extracurricular activities and students' successes, such as honor roll, good citizenship and perfect attendance are described in its quarterly newsletter which is distributed to parents, School Board members, community partners, and system administrators.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Alice Coachman Elementary's curriculum is based on clear and measurable expectations for student learning that provides opportunities for all students to acquire knowledge and skills necessary to become productive citizens. Our teachers use proven instructional practices that actively engage students in the learning process and provide opportunities for students to apply their knowledge and skills to real life situations.

Our curriculum provides a comprehensive program designed to align its content with all Georgia Performance Standards (GPS) in the areas of reading, language arts, mathematics, science and social studies. Students are engaged in meaningful learning activities that are delivered through whole group, small group and individual instruction.

Reading instruction teaches both skills and an appreciation of literature. The primary program for instruction is Scott Foresman. Non-Fiction reading is incorporated into daily instruction, thus allowing for cross-curriculum learning opportunities. Reading classes include whole group instruction, differentiated small group lessons, and self-selected reading by students. Oral reading fluency and various assessment measures are used to monitor student growth. A comprehensive writing curriculum is embedded in daily instruction to allow students to develop skills in writing.

Mathematics instruction incorporates both concept and skills development. The primary program for math instruction is Harcourt Math. This program is supplemented with Think Math. Opportunities are provided for students to use higher order thinking skills to solve problems mathematically. Math standards are taught using manipulatives to create visual representations of math concepts.

Students are offered opportunities to be engaged with science content in order to achieve at high levels of learning. The curriculum includes the science process skills of inquiry, the usage of reference sources, safety practices, and tools to analyze data. The science content is linked to other subjects by utilizing writing, mathematical calculations, and social science references. The social studies curriculum integrates cultural themes, history, and geography. Skill development and critical thinking within science and social studies topics help students connect school to the local and global community.

Visual and performing arts include instruction in music and art. All students attend music weekly and art biweekly. Curriculum and instruction are based on the National Standards for Music Education and Art Education. Every student is given performance opportunities in front of an audience at least once a year. Performances include music, speaking parts, and the opportunity to showcase student artwork. Early morning chorus is offered to fourth and fifth-grade students. Exceptional student artwork is displayed in various art shows and throughout the community.

The physical education curriculum provides skill instruction while promoting fitness, sportsmanship, and healthy living practices. Our school has a basketball team and cheerleading squad; therefore, students are able to display skills learned. Teachers and students at Alice Coachman are intrinsically motivated and take ownership of teaching and learning in our structured educational environment.

2a. (Elementary Schools) Reading:

Alice Coachman Elementary School's core reading curriculum is Scott Foresman Reading for Georgia. This program was chosen by the teachers of Dougherty County because it places a strong emphasis on the five components of reading: fluency, comprehension, vocabulary, phonics and phonemic awareness. To ensure that teachers are meeting the needs of all learners, leveled texts are incorporated. Other resources are also utilized to

guarantee implementation of the Georgia Performance Standards which are covered on our state assessment the Criterion Referenced Competency Test (CRCT). The reading program has resources for English language learners, provides CRCT practice, has leveled resources, an intervention component and provides stories and illustrations that are culturally diverse.

In 2002, Alice Coachman implemented the Reading First Program in grades K-3. Under the Reading First Program, students are provided a minimum of 120 minutes of uninterrupted reading instruction daily. The administration and faculty at Alice Coachman are committed to “bell to bell” instruction; so the concept of an uninterrupted reading block was a perfect fit.

Alice Coachman has a strong Accelerated Reading Program (AR) in place. This program promotes reading comprehension and self motivation. Every nine weeks teachers set reading goals for students. Students reach their goals by reading books and successfully taking computerized quizzes on these books. Our media specialist recognizes students that have met their goals with a special bulletin board, prizes, and celebration parties. Our AR program’s incentives encourage students to increase the number of books they read and this enables them to improve as readers. Alice Coachman’s reading program creates students that have not only basic reading skills, but also a lifelong love for reading.

3. Additional Curriculum Area:

Technology plays an important role in modern society; therefore integrating technology into schools help to prepare students to succeed in a rapidly changing world. Alice Coachman Elementary School (ACE) has carefully integrated technology into its overall plan and all aspects of the curriculum. Each classroom has six computers that students use daily for remediation and to create various projects. Students are introduced to computer terminology in kindergarten, and their knowledge of technology grows as they advance. Teachers’ lessons are enhanced by instruction from the media specialist and the computer lab instructor. The school’s art department recently purchased two programs that will be used to teach the fundamentals of computer-assisted design.

The school’s computer lab has 30 computers and is utilized weekly by every class. During lab sessions, students may use a wide variety of educational websites ranging from standardized test practice sites to sites that allow students to view landmarks all over the world. School network programs such as Anywhere Learning, Compass, and Type to Learn are also available for student use. Leapfrog learning systems are used to reinforce reading skills. To improve math skills, students utilize programs such as Fast Math and Go Solve. These programs serve to increase student’s basic computation and problem solving skills.

All classrooms in grades four and five and two of the four classrooms in grade three are equipped with Promethean boards where students receive electronic instruction. Smart boards are utilized in other classrooms to integrate technology. This equipment allows educators to model the use of technology while teaching material included in state standards. Technology use at ACE aims to prepare students for higher education so they can become successful participants in the competitive economy of the 21st century.

4. Instructional Methods:

At Alice Coachman Elementary School teachers plan in advance to present concepts/skills in a way that caters to the students’ specific learning styles and levels. Teachers use Differentiated Instruction in the classrooms and create tiered lessons and activities to meet the needs of all students. Alice Coachman has a number of gender based classes in grades K-3. Gender based classes were implemented because research shows that this type of class leads to expanded educational opportunities for both girls and boys.

Special Education students are taught in the regular classroom through an inclusion model. The Special Education teachers and classroom teachers regularly employ collaborative planning and co-teaching. The

teachers work together to plan whole group, small group, and individual activities. All students benefit from this as the teachers are able to implement strategies that will support struggling, average, and above average students.

Students that are at-risk but not identified as having special needs receive intensive instructional support through the Reading Intervention (RI) and Early Intervention Programs (EIP.) The RI and EIP teachers work with small groups of children in the areas of reading and math. The goal of these programs is to ensure that all students are able to achieve academic goals set by the school, district, and state.

5. Professional Development:

The faculty and staff at Alice Coachman Elementary value professional development as an essential part of the teaching and learning process. We embrace every opportunity to engage in meaningful, professional development learning activities that allow us to enhance student achievement through a variety of instructional techniques. The educators at Alice Coachman Elementary are knowledgeable about scientifically-based-research practices. Alice Coachman Elementary has the support of a Literacy Coach who has demonstrated success in the field of reading. The staff at Alice Coachman Elementary views professional development as constant opportunities for self-examination and reflection as well as ongoing support from colleagues and specialists who have demonstrated the ability to produce high levels of student achievement. These professional development opportunities are not only designed for teachers but also for administrators, paraprofessionals and the school counselor. Based on the developmental needs of our students and the desire for professional growth of our educators, professional development activities are carefully decided upon and implemented. The Alice Coachman Elementary school staff has participated in the following professional development activities during the last three years: Response to Intervention (RTI) training, Promotion/Retention Practices, Language Arts Curriculum, Reading First, Georgia Performance Standards, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Differentiated Instruction, CRCT Alignment Training, and various other technology training (i.e. Promethean Board, Fastt Math, Go Solve, and INTECH). Our teachers are always seeking best practices and are constantly looking for new ideas and better ways to improve students' achievement. The focus is always on improved student achievement.

6. School Leadership:

Alice Coachman Elementary (ACE) School's leadership structure is a team that consists of the principal, assistant principal, and grade representatives. The leadership team established a vision and set goals for the school in collaboration with its stakeholders to ensure the success of our students. The leadership reviews its visions and goals and revises them when appropriate.

Mrs. Pat Victor has been the principal at ACE since it opened in 1999. This stability encourages the adherence to a high level of expectations. It has always been the leadership's belief that highly-qualified teachers and staff should be recruited and retained in order to provide a World-Class education for our students. The leadership believes that students and staff are entitled to a safe and nurturing environment. The principal and the leadership team coordinate the consistent implementation of a well-designed, clearly defined school-wide discipline plan. The plan provides opportunities for students to learn organizational skills and personal responsibility. It also protects instructional time. The plan is consistently monitored.

The leadership role of the principal is primarily that of a curriculum, assessment, and instructional leader. The principal ensures that standards-based instruction is planned and implemented in the classrooms. The principal regularly leads grade-level team meetings for the purpose of analyzing student achievement data. The school's schedule allows for collaborative planning and sufficient time and opportunity for student achievement. The principal demonstrates the ability to drive and sustain change focused on continuous improvement in student achievement.

The principal and her team regularly review student assessment data from the Georgia Criterion Referenced Competency Test and the System Benchmark assessments. Information gleaned from these reviews helps the principal and teachers determine the course of future instruction. The principal ensures that school and system policies are adhered to by continuously reviewing policy updates through faculty and student handbooks, faculty meetings, weekly memos, newsletters, PTO meetings, and meetings with community leaders and school partners. The leadership team encourages parental participation in the school through focused activities such as parent workshops and volunteer appreciation programs. The leadership solicits input from staff and community for change implementation.

The principal makes clear what is meant by high expectations for all students and teachers. Through a system of formal and informal classroom observations, the principal and assistant principal are able to ensure that quality teaching and learning is taking place.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 1 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 2008 Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	88	92	94	92	93
% 'Exceeding' State Standards	29	36	44	47	24
Number of students tested	90	90	82	89	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	88	90	95	93	93
% 'Exceeding' State Standards	28	34	44	48	24
Number of students tested	85	87	78	84	109
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	87	91	94	93	92
% 'Exceeding' State Standards	31	36	46	46	24
Number of students tested	86	87	79	83	103
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	93		100	70	
% 'Exceeding' State Standards	20		30	40	
Number of students tested	15		10	10	

Notes:

Subject: Reading

Grade: Test: Georgia Criterion Referenced Competency
1 Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006,
2007,2008

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	90	95	90	94	94
% 'Exceeding' State Standards	32	27	34	43	44
Number of students tested	82	90	82	89	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	89	95	91	94	93
% 'Exceeding' State Standards	29	28	35	44	43
Number of students tested	85	87	78	84	109
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	89	95	90	94	93
% 'Exceeding' State Standards	31	29	34	43	43
Number of students tested	86	87	79	83	103
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with disabilities					
% 'Meeting' plus % 'Exceeding' State Standards	93		80	80	
% 'Exceeding' State Standards	20		20	50	
Number of students tested	15		10	10	

Notes:

Subject: Mathematics

Grade: Test: Georgia Criterion Referenced Competency
2 Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006,
2007,20082

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	86	86	90	93	90
% 'Exceeding' State Standards	15	25	14	21	18
Number of students tested	80	63	69	84	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	86	85	89	93	89
% 'Exceeding' State Standards	14	25	14	21	18
Number of students tested	78	63	64	82	87
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	86	88	89	92	89
% 'Exceeding' State Standards	16	26	16	22	17
Number of students tested	76	61	64	77	81
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards			45		
% 'Exceeding' State Standards			0		
Number of students tested			11		

Notes:

Subject: Reading

Grade: 2 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007,2008

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	96	94	90	87	75
% 'Exceeding' State Standards	40	48	33	52	28
Number of students tested	80	63	69	84	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	96	94	89	86	75
% 'Exceeding' State Standards	40	48	31	51	28
Number of students tested	78	63	64	82	87
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	96	95	89	85	74
% 'Exceeding' State Standards	39	49	49	49	15
Number of students tested	76	61	64	77	81
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards			64		
% 'Exceeding' State Standards			0		
Number of students tested			11		

Notes:

Subject: Mathematics

Grade: 3 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 2008

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	72	95	92	85	80
% 'Exceeding' State Standards	25	20	11	8	13
Number of students tested	72	80	84	88	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	72	94	91	84	80
% 'Exceeding' State Standards	25	19	9	7	13
Number of students tested	72	73	77	85	82
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	73	79	80	88	86
% 'Exceeding' State Standards	26	11	15	28	15
Number of students tested	70	75	78	86	80
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards		91			64
% 'Exceeding' State Standards		18			9
Number of students tested		11			11

Notes:

Subject: Reading

Grade: 3 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007,2008

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	85	80	81	87	87
% 'Exceeding' State Standards	7	11	15	28	15
Number of students tested	72	80	84	88	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	85	78	91	87	87
% 'Exceeding' State Standards	7	12	9	29	15
Number of students tested	72	73	77	85	82
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	84	79	80	88	86
% 'Exceeding' State Standards	7	11	15	28	15
Number of students tested	70	75	78	86	80
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards		91			36
% 'Exceeding' State Standards		9			9
Number of students tested		11			11

Notes:

Subject: Mathematics

Grade: 4 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 20082

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	64	89	83	82	80
% 'Exceeding' State Standards	6	11	13	8	9
Number of students tested	71	70	78	72	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	62	91	84	81	80
% 'Exceeding' State Standards	6	22	21	9	9
Number of students tested	68	65	72	69	91
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	62	91	83	81	80
% 'Exceeding' State Standards	3	23	12	9	8
Number of students tested	66	66	75	69	87
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards					47
% 'Exceeding' State Standards					6
Number of students tested					17

Notes:

Subject: Reading

Grade: 4 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 2008

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	83	91	85	91	71
% 'Exceeding' State Standards	14	23	22	31	26
Number of students tested	71	70	78	72	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	83	91	84	90	70
% 'Exceeding' State Standards	15	22	21	29	26
Number of students tested	68	65	72	69	91
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	82	91	84	89	69
% 'Exceeding' State Standards	12	23	21	30	25
Number of students tested	66	66	75	69	87
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards					41
% 'Exceeding' State Standards					12
Number of students tested					17

Notes:

Subject: Mathematics

Grade: 5 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 20082

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	97	91	81	81	73
% 'Exceeding' State Standards	28	15	13	6	4
Number of students tested	65	65	72	69	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	97	90	80	81	74
% 'Exceeding' State Standards	28	15	12	6	4
Number of students tested	61	61	66	67	82
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	96	90	82	81	73
% 'Exceeding' State Standards	27	14	13	6	3
Number of students tested	62	63	70	67	79
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards			33	50	38
% 'Exceeding' State Standards			0	8	0
Number of students tested			12	12	13

Notes:

Subject: Reading

Grade: 5 Test: Georgia Criterion Referenced Competency Test (CRCT)

Edition/Publication Year: 2003, 2004, 2005, 2006, 2007, 20082

Publisher: Riverside Publishing/CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards	99	82	74	93	79
% 'Exceeding' State Standards	5	17	4	28	18
Number of students tested	65	65	72	69	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards	98	81	72	93	79
% 'Exceeding' State Standards	5	15	5	27	18
Number of students tested	61	61	66	67	82
2. Racial/Ethnic Group (specify subgroup): Black					
% 'Meeting' plus % 'Exceeding' State Standards	99	81	73	92	79
% 'Exceeding' State Standards	5	16	4	25	18
Number of students tested	62	63	70	67	79
3. (specify subgroup): Racial/ Ethnic Group White					
% 'Meeting' plus % 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards			42	83	16
% 'Exceeding' State Standards			0	0	8
Number of students tested			12	12	13

Notes: